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Notes and News

MINUTES OF THE EXECUTIVE COMMITTEE OF THE NATIONAL FEDERATION

Owing to the absence of two members in Europe, and other reasons, it was impossible to get a quorum to attend the usual annual meeting. Consequently, the business had to be done by correspondence.

1. The following officers of the Executive Committee were elected: S. W. Cutting, President; J. D. Fitz-Gerald, Vice-President; C. H. Handschin, Secretary; J. P. W. Crawford, Managing Editor; A. G. Host, Business Manager; C. M. Purin, Associate Editor.

2. Voted that a newly elected member of the Executive Committee shall take office immediately upon his election by his constituency.

3. The State Modern Language Associations of Pennsylvania, Texas and North Carolina were affiliated with The National Federation.

4. After preliminary conversations with its officers, the American Association of Teachers of Spanish was invited to affiliate with The National Federation.

5. Voted to have the Secretary of the Executive Committee extend all possible aid in placing teachers. A statement of this work is printed elsewhere in this issue.

6. The Secretary was also authorized to supply publishers and others with a copy of the JOURNAL mailing list for a consideration.

7. The Secretary's bill of \$11.03 for incidental expense was allowed.

8. The Committee appointed to audit the Business Manager's books will report at a later date.

Respectfully submitted for the Executive Committee
September 2, 1922

C. H. HANDSCHIN, *Secretary*

NOTICE OF TEACHER-PLACING SERVICE

The Executive Committee of the National Federation has decided that, owing to frequent requests on the part of teachers for aid in securing positions, and requests of school officials for suitable teachers, it will attempt, on a modest scale, to facilitate such business.

Teachers of modern languages who desire positions are hereby invited to send to the undersigned (1) a record of training and

teaching to date; (2) recommendations; (3) statement of kind of position desired, including locality preferred, and salary expected; (4) a recent photograph.

School officials are invited to send their requests to the undersigned also.

This service will be gratis, unless telegrams are sent, in which case, the teacher will be billed for this expense.

C. H. HANDSCHIN, *Secretary*

Oxford, Ohio

This brief announcement represents a sincere desire on the part of the Executive Committee, and especially of Professor Handschin, to render an important service to modern language teachers who contemplate a change of position. It is our hope that both teachers and school officials will co-operate in making this experiment a success.

The JOURNAL desires to publish information concerning important meetings of the various Associations of Modern Language Teachers, registration figures which would indicate the growth or decline of modern language study, and activities of modern language teachers which have a general, rather than local, interest. In response to an appeal made by Professor Coleman for information of this sort, the following persons offered to serve as correspondents in their respective localities, and it is largely due to their efforts that the Department of Notes and News has contained so many interesting features during the last two years: W. S. Barney, North Carolina College for Women, Greensboro, North Carolina; Isabelle Bronk, Swarthmore College, Swarthmore, Pennsylvania; Edith Cameron, Waller High School, Chicago, Illinois; E. B. de Sauzé, Cleveland School of Education, Cleveland, Ohio; L. C. Durel, Tulane University, New Orleans, Louisiana; I. C. Hatch, Crocker Intermediate High School, San Francisco, California; Charles Holzwarth, East High School, Rochester, New York; J. P. Hoskins, Princeton University, Princeton, New Jersey; Grace I. Liddell, Lincoln High School, Tacoma, Washington; B. Q. Morgan, University of Wisconsin, Madison, Wisconsin; A. H. Nolle, Southwest Texas State Normal School, San Marcos, Texas; R. M. Peterson, University of Maine, Orono, Maine; Mrs. M. L. Sargent, University of Idaho, Moscow, Idaho; Whitford H. Shelton, University of Pittsburgh, Pittsburgh, Pennsylvania; Annette M. Sprung, Lincoln High School, Lincoln, Nebraska; E. Louise Stone, St. Charles, Missouri; Miriam Thomas, Rayen School, Youngstown, Ohio; Laura Topham, Paris, France; C. Scott Williams, Hollywood High School, Hollywood, California; C. E. Young, State University of Iowa, Iowa City, Iowa.

We ask for their continued co-operation and for new corre-

spondents from States or portions of a State which are not at present covered.

It would hardly occur to most persons to make a study of the foreign sources of "Huckleberry Finn" and "Tom Sawyer," but Professor Olin H. Moore of Ohio State University has shown in a very entertaining article printed last June in the Publications of the Modern Language Association, that the influence of "Don Quixote" is clearly evident not only in "Tom Sawyer" and "Huckleberry Finn," but in "Innocents Abroad" and "Life on the Mississippi" as well. Like Don Quixote, Tom Sawyer was an omnivorous reader of romance and desired to act out the rôle of his favorite heroes. Huckleberry Finn plays at times the rôle of Sancho Panza and acts as a foil to the brilliant Tom Sawyer. Lovers of "Don Quixote" and of "Tom Sawyer" and "Huckleberry Finn" will enjoy the reading of this article.

Professor Hugo A. Rennert and Assistant Professor Miguel Romera-Navarro of the Department of Romanic Languages of the University of Pennsylvania have been granted leaves of absence and will spend this academic year in Europe.

Professor A. G. Solalinde of the Centro de Estudios Históricos of Madrid and one of the most distinguished Spanish scholars, is visiting the United States this year. He offered courses at the summer session of Columbia University and will spend the first semester at the University of Michigan. He plans to visit various colleges and universities in February, March and April and will be at the University of California next summer.

The fifth and sixth volumes of the *Obras completas de Cervantes*, published by Professor Schevill and Sr. Bonilla y San Martín, have just appeared at Madrid. Volume five includes *El trato de Argel* and *El cerco de Numancia*, and volume six includes an important study of all the plays and *entremeses* of Cervantes and also the text of the *Poesías sueltas*. A third volume including the text of the *Viaje del Parnaso*, with notes, has also appeared.

SOUTHERN CALIFORNIA

The Spring meeting of the Modern Language Association of Southern California was held April 22d at Pasadena High School under the auspices of the Language Department. After a general reception for all members, the French and Spanish sections met for their individual programs. Those attending the French Section were entertained with French Folk Songs, and an address; and the program for the Spanish Section consisted of a scholarly treatise on the genius of Cervantes, and a spirited skit by Dr. Setién of the University of Southern California, and his wife.

These two have been most generous and helpful to the Association during their three years' residence here and their return to Spain is much regretted.

At the luncheon which followed, Dr. R. B. von Klein-Smid, the new president of the University of Southern California, and Captain Perigord of the California Institute of Technology were numbered among the guests of honor and responded to brief toasts.

In the afternoon, the Association was addressed by Capt. Perigord on the "Latin Genius." He believes the outstanding characteristics of this genius to be; (1) a sense of the beautiful, (2) a sense of the practical in everyday life, (3) a sense of law and order often in conflict with a deep sense of individualism. Capt. Perigord's talks are always much enjoyed and this one was especially well received.

A great deal of credit is due the Language teachers of Pasadena High School for the success of the Spring meeting.

Thirty or more of the members of the M. L. A. S. C. spent the summer in Mexico City and enjoyed the courses given by the University.

Our readers will be interested to learn that Professor E. C. Hills, one of the best known American Hispanists, has resigned his post at Indiana University and has been appointed to a professorship of Spanish at the University of California.

It is generally known that Benjamin Franklin was one of the earliest advocates of modern language instruction in this country, but some of us were not aware that he devised a unique method for "beating" a knowledge of a foreign language into one of his friends and into himself as well, and that he had definite views regarding the value of the Romance languages as a preparation for the study of Latin. He speaks as follows of his own experiences.

"In 1732 I had begun to study languages and I soon made myself so much a master of the French as to be able to read the books with ease. I then undertook the Italian. An acquaintance, who was also learning it, used often to tempt me to play chess with him. Finding this took up too much of the time I had to spare for study, I at length refused to play any more, unless on this condition, that the victor in every game should have a right to impose a task, either in parts of the grammar to be got by heart or in translations, which tasks the vanquished was to perform upon honour before our next meeting. As we played pretty equally, we thus beat one another into that language. I afterwards, with a little pains-taking, acquired as much of the Spanish as to read their books also. I have already mentioned that I had only one year's instruction in a Latin school, and that, when very young, after which I neglected the language entirely. But when I at-

tained an acquaintance with French, Italian and Spanish, I was surprised to find, in looking over a Latin Testament, that I understood so much more of that language than I had imagined, which encouraged me to apply myself again to the study of it, and I met with more success, as those preceding languages had greatly smoothed my way."

Those of us who have read with delight Pierre de Nolhac's "Pétrarque et l'Humanisme" and other important books on the Renaissance in Italy and France will be pleased to learn that he has recently been elected a member of the French Academy.

Professor Goggio's article entitled "Dante Interests in 19th Century America," published in the July number of the *Philological Quarterly* is an interesting record of the cult of Dante in this country.

Some of the novel elements in the works of Marcel Proust are interestingly analyzed by J. Middleton Murry in an article entitled "M. Marcel Proust: A New Sensibility," published in the *Quarterly Review*, July, 1922.

How many of our teachers realize the valuable realia material contained in the National Geographic Magazine? Among the issues for this year, we find an article on "The Land of the Basques" in the January number; the February number is devoted entirely to the Caribbean, and leads off with an article by Professor S. G. Morley on the "Hieroglyphic Records of the Maya Civilization"; the June issue has articles on Rome and Capri; the July number has articles on the "Cathedrals of the Old and New World" and "Camargue, the Cow-Boy Country of France," and the September number has an interesting article on Chile. These articles are full of valuable information, and the fine photographs are well adapted for use as illustrative material in our class-rooms.

NEW YORK STATE

The annual meeting of the New York State Modern Language Association will be held November 28-29 in Syracuse in connection with the annual meeting of the New York State Teachers' Association.

The program, while not entirely settled as yet, will be about as follows:

Tuesday, Nov. 28. Morning session 9:15-12. Reports of officers, Classroom Helps for the Modern Language Teacher, "Modern Languages from the Viewpoint of the Executive," by Dr. Jas. Sullivan, Chief, Department of Archives and History, University of the State of New York. Discussion.

Afternoon session 2-5:30. "Some Danger Signals in the Modern Language Field," Professor H. P. Williamson de Visme, Dean of the French School, Middlebury College, Middlebury, Vermont; "Educational Measurements as applied to Modern Language Teaching; Maps and Geographical Realia; Opening of the Question Box; Discussion; Adjournment to the Get-Together Supper.

Wednesday, November 29. 9:15-12. The Value and Use of Phonetics in Teaching French; Discussion; The Buffalo Plan of Requiring a Knowledge of English Grammar before Admitting the Pupil to a Foreign Language Course; Election of Officers and Presentation of Resolutions; Adjournment.

Members are urged to submit their questions to the Question Box at an early date to the Secretary, Mr. Ferdinand F. DiBartolo, Hutchinson High School, Buffalo, New York.

One of the Rochester teachers who has just returned from a year's leave of absence reports that she attempted to find the front a in France, but in vain. Her teachers refused to admit it. When she thought she heard it, it was explained as affectation on the part of the speaker (in Paris) or the effect of the study of English. She wonders whether the authors of the recent articles on pronunciation which have appeared in the JOURNAL will not feel inclined to write upon the subject of the front and back a.

WESTERN NEW YORK

Plans for the October meeting of the Western New York Modern Language Association are well under way. The important work of last year will be continued.

A compulsory course in English Grammar is being given to all students who are following College Entrance Courses in Hutchinson Central High School, Buffalo, New York. It is hoped, by this means to remove the lack of knowledge of the fundamentals of sentence structure which is a great handicap in the study of foreign languages.

The registration in Modern Languages in the Buffalo High Schools is very large this fall.

An attempt is being made by the "Liaison Committee" of the Western New York Modern Language Association to make a more detailed syllabus for the modern languages. This corresponds with the state syllabus in every way, but makes the work, by turns, more definite. It will prevent loss of time when students are transferred from school to school.

Teachers of modern languages are urged to send items of interest to New York teachers to Mr. Ferdinand F. DiBartolo of Hutchinson-Central High School, Buffalo, New York. He wishes to insert such items in the New York State Modern Language Bulletin of which he is the Editor.

CLEVELAND

It may be interesting to the readers of the *MODERN LANGUAGE JOURNAL* to know the number of language students enrolled in the Cleveland public schools: 5,200 in French, 2,000 in Spanish and 4,500 in Latin. The languages are begun as electives in the 7th grade, and may be continued for five years. There is a fifty per cent increase in French, forty per cent in Spanish and twenty per cent in Latin over the number taking these languages in 1918.

Percentage of failures the last semester were, French 10.7, Spanish 12, and Latin 13. These figures are based largely upon standardized tests given to all the language classes, and therefore represent a uniform standard.

An interesting innovation was introduced this semester in the Cleveland public schools. In answer to the criticism that a considerable amount of money was spent for the special education of sub-normal students, but none for super-normal, special classes have been organized to give students with very high I. Qs., an opportunity to proceed as rapidly as possible through the curriculum. In order to enrich the subject matter given to those classes, French has been introduced as a part of their study. The children in these classes are eight to ten years of age. They are in groups of twenty-five. Four groups have been formed throughout the city. It will be interesting to study in a scientific way an efficient method of teaching a modern language to these young children. This ought to be of value to schools who are interested to know whether it would be advisable to begin languages in lower grades, and how such teaching should be conducted.

Beginning with next semester, a systematic effort will be made to prevent students with decidedly lower ability from entering language classes. Pending the time when a satisfactory pre-determination test is worked out, we shall base our judgment upon the type of work the student has done previously in his regular classes, and shall attempt to supplement this fact with the opinion of the various teachers who know the student. In other words, instead of parading the youngsters before an educational "cafeteria," and allowing him to make his choice, we shall advise him carefully on the courses that he should take.

E. B. DE SAUZÉ